

**BRANCHVILLE HIGH**  
1349 Dorange Rd.  
Branchville, South Carolina 29432

**GRADES** 7-12 High School

**ENROLLMENT** 232 Students

**PRINCIPAL** George Benton 803-274-8875

**SUPERINTENDENT** Dr. Sandra Tonnsen 803-534-8081

**BOARD CHAIR** Mr. Aaron Rudd 803-534-8081

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of High Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 9         | 14   | 6       | 3             | 0              |

#### IMPROVEMENT RATING:

#### EXCELLENT

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 5 out of 5 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2001</b> | Good                   | Excellent                 | N/A                             |
| <b>2002</b> | Good                   | Below Average             | N/A                             |
| <b>2003</b> | Below Average          | Unsatisfactory            | Yes                             |
| <b>2004</b> | Average                | Excellent                 | Yes                             |

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

|                           | <b>Our School</b> |             |             | <b>High Schools with Students Like Ours</b> |             |             |
|---------------------------|-------------------|-------------|-------------|---|-------------|-------------|
| <b>Percent</b>            | <b>2004</b>       | <b>2005</b> | <b>2006</b> | <b>2004</b>                                 | <b>2005</b> | <b>2006</b> |
| <b>Passed 2 subtests</b>  | 84.8              | N/A         | N/A         | 71.6  | N/A         | N/A         |
| <b>Passed 1 subtest</b>   | 6.5               | N/A         | N/A         | 14.6  | N/A         | N/A         |
| <b>Passed no subtests</b> | 8.7               | N/A         | N/A         | 13.9  | N/A         | N/A         |

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

|                | <b>Our School</b> | <b>High Schools with Students Like Ours</b> |
|----------------|-------------------|---|
| <b>Percent</b> | 92.6%             | 94.6%                                       |

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

| <b>Percent of</b>  | <b>Our School</b> | <b>High Schools with Students Like Ours</b> |
|--|-------------------|---|
| <b>Seniors eligible for LIFE Scholarships at four-year institutions*</b> | 3.6               | 10.6  |
| <b>Seniors who met the SAT/ACT requirement</b>                           | 3.6               | 10.7  |
| <b>Seniors who met the grade point average</b>                           | 25.0              | 44.7  |

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

|                           | <b>Our School</b> | <b>High Schools with Students Like Ours</b> |
|---------------------------|-------------------|---|
| <b>Number of Students</b> | 32                | 186   |
| <b>Number of Diplomas</b> | 22                | 136   |
| <b>Rate</b>               | 68.8%             | 73.6%                                       |

**PERFORMANCE BY STUDENT GROUPS**

|                                | Exit Exam Passage<br>Rate by Spring 2004 |       | Eligibility for LIFE<br>Scholarship |      | Graduation Rate |      |                        |
|--------------------------------|--|-------|-------------------------------------|------|-----------------|------|------------------------|
|                                | n  | %     | n                                   | %    | n               | %    | Met State<br>Objective |
| All Students                   | 27                                       | 92.6  | 28                                  | 3.6  | 32              | 68.8 | YES                    |
| <b>Gender</b>                  |  |       |                                     |      |                 |      |                        |
| Male                           | 11                                       | 81.8  | 10                                  | 0.0  | 13              | 53.8 | N/A                    |
| Female                         | 16                                       | 100.0 | 18                                  | 5.6  | 19              | 78.9 | N/A                    |
| <b>Racial/Ethnic Group</b>     |  |       |                                     |      |                 |      |                        |
| White                          | 9  | 100.0 | 9                                   | 11.1 | 11              | 63.6 | N/A                    |
| African-American               | 18                                       | 88.9  | 19                                  | 0.0  | 21              | 71.4 |                        |
| Asian/Pacific Islander         | 0  | N/A   | 0                                   | N/A  | 0               | N/A  | N/A                    |
| Hispanic                       | 0  | N/A   | 0                                   | N/A  | 0               | N/A  | N/A                    |
| American Indian/Alaskan        | 0  | N/A   | 0                                   | N/A  | 0               | N/A  | N/A                    |
| <b>Racial/Ethnic Group</b>     |  |       |                                     |      |                 |      |                        |
| Non disabled                   | 24                                       | 95.8  | 23                                  | 4.3  | 30              | 66.7 | N/A                    |
| Disabilities other than speech | 3  | I/S   | 5                                   | 0.0  | 2               | I/S  | N/A                    |
| <b>Migrant Status</b>          |  |       |                                     |      |                 |      |                        |
| Migrant                        | 0  | N/A   | 0                                   | N/A  | 0               | N/A  | N/A                    |
| Non-migrant                    | 27                                       | 92.6  | 28                                  | 3.6  | N/A             | N/A  | N/A                    |
| <b>English Proficiency</b>     |  |       |                                     |      |                 |      |                        |
| Limited English Proficient     | 0  | N/A   | 0                                   | N/A  | 0               | N/A  | N/A                    |
| Non-Limited English Proficient | 27                                       | 92.6  | 28                                  | 3.6  | 30              | 73.3 | N/A                    |
| <b>Socio-Economic Status</b>   |  |       |                                     |      |                 |      |                        |
| Subsidized meals               | 17                                       | 88.2  | 20                                  | 0.0  | 21              | 71.4 | N/A                    |
| Full-pay meals                 | 10                                       | 100.0 | 8                                   | 12.5 | 11              | 63.6 | N/A                    |

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

|  | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| <b>English/Language Arts - State Performance Objective = 33.3%</b> |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 46  | 100.0           | 8.9                  | 31.1           | 42.2                | 17.8              | 68.9  | YES                                  | YES                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 24  | 100.0           | 8.7                  | 39.1           | 39.1                | 13.0              | 69.6  | N/A                                  | N/A                                    |
| Female   | 22  | 100.0           | 9.1                  | 22.7           | 45.5                | 22.7              | 68.2  | N/A                                  | N/A                                    |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 20  | 100.0           | N/A                  | 30.0           | 40.0                | 30.0              | 80.0  | I/S                                  | I/S                                    |
| African-American   | 26  | 100.0           | 16.0                 | 32.0           | 44.0                | 8.0               | 60.0  | I/S                                  | I/S                                    |
| Asian/Pacific Islander   | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| Hispanic   | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| American Indian/Alaskan  | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not Disabled   | 42  | 100.0           | 4.9                  | 29.3           | 46.3                | 19.5              | 75.6  | N/A                                  | N/A                                    |
| Disabled   | 4   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | N/A                                  | N/A                                    |
| Non-Migrant  | 46  | 100.0           | 8.9                  | 31.1           | 42.2                | 17.8              | 68.9  | N/A                                  | N/A                                    |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 46  | 100.0           | 8.9                  | 31.1           | 42.2                | 17.8              | 68.9  | N/A                                  | N/A                                    |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 31  | 100.0           | 10.0                 | 36.7           | 43.3                | 10.0              | 66.7  | I/S                                  | I/S                                    |
| Full-pay meals   | 15  | 100.0           | 6.7                  | 20.0           | 40.0                | 33.3              | 73.3  | N/A                                  | N/A                                    |
| <b>Mathematics - State Performance Objective = 30.0%</b>           |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 46  | 100.0           | 15.6                 | 28.9           | 35.6                | 20.0              | 73.3  | YES                                  | YES                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 24  | 100.0           | 13.0                 | 21.7           | 43.5                | 21.7              | 78.3  | N/A                                  | N/A                                    |
| Female   | 22  | 100.0           | 18.2                 | 36.4           | 27.3                | 18.2              | 68.2  | N/A                                  | N/A                                    |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 20  | 100.0           | N/A                  | 30.0           | 35.0                | 35.0              | 80.0  | I/S                                  | I/S                                    |
| African-American   | 26  | 100.0           | 28.0                 | 28.0           | 36.0                | 8.0               | 68.0  | I/S                                  | I/S                                    |
| Asian/Pacific Islander   | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| Hispanic   | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| American Indian/Alaskan  | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not Disabled   | 42  | 100.0           | 12.2                 | 29.3           | 36.6                | 22.0              | 78.0  | N/A                                  | N/A                                    |
| Disabled   | 4   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | N/A                                  | N/A                                    |
| Non-Migrant  | 46  | 100.0           | 15.6                 | 28.9           | 35.6                | 20.0              | 73.3  | N/A                                  | N/A                                    |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 46  | 100.0           | 15.6                 | 28.9           | 35.6                | 20.0              | 73.3  | N/A                                  | N/A                                    |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 31  | 100.0           | 20.0                 | 30.0           | 36.7                | 13.3              | 70.0  | I/S                                  | I/S                                    |
| Full-pay meals   | 15  | 100.0           | 6.7                  | 26.7           | 33.3                | 33.3              | 80.0  | N/A                                  | N/A                                    |

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**SCHOOL PROFILE**

|  | <b>Our School</b> | <b>Change from Last Year</b> | <b>High Schools with Students Like Ours</b> | <b>Median High School</b> |
|--|-------------------|------------------------------|---|---------------------------|
|--|-------------------|------------------------------|---|---------------------------|

**Students (n= 232)**

|  |        |                 |       |       |
|--|--------|-----------------|-------|-------|
| Retention rate   | 9.3%   | Down from 9.6%  | 9.9%  | 9.1%  |
| Attendance rate  | 97.4%  | Up from 96.4%   | 95.9% | 96.0% |
| Eligible for gifted and talented   | 12.2%  | Up from 8.2%    | 3.8%  | 5.8%  |
| With disabilities other than speech  | 10.6%  | Up from 10.0%   | 14.3% | 12.7% |
| Older than usual for grade   | 13.4%  | Down from 17.4% | 11.7% | 9.8%  |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 1.7%   | Down from 2.4%  | 1.6%  | 1.6%  |
| Enrolled in AP/IB programs   | 0.0%   | Down from 7.2%  | 10.3% | 10.2% |
| Successful on AP/IB exams  | N/AV   |                 | 33.3% | 53.8% |
| Annual dropout rate  | 4.7%   | Up from 0.0%    | 2.9%  | 2.7%  |
| Career/technology students in co-curricular organizations                  | 12.5%  | Up from 0.0%    | 7.3%  | 3.6%  |
| Enrollment in career/technology center courses                             | 129    | No change       | 378   | 466   |
| Students participating in worked-based experiences                         | 4.3%   | Down from 11.5% | 27.3% | 25.7% |
| Career/technology students mastering core competencies                     | 85.4%  | Up from 84.1%   | 75.5% | 77.7% |
| Career/technology completers placed  | 100.0% | No change       | 98.5% | 99.3% |

**Teachers (n= 20)**

|   |           |                     |           |           |
|---|-----------|---------------------|-----------|-----------|
| Teachers with advanced degrees                      | 50.0%     | Down from 52.4%     | 49.8%     | 52.0%     |
| Continuing contract teachers                        | 100.0%    | No change           | 82.1%     | 82.1%     |
| Highly qualified teachers**                         | 100.0%    | N/A                 | 90.7%     | 89.5%     |
| Teachers with emergency or provisional certificates | 0.0%      |                     | 8.8%      | 8.6%      |
| Teachers returning from previous year               | 93.4%     | Up from 93.2%       | 86.1%     | 86.2%     |
| Teacher attendance rate                             | 96.2%     | Down from 96.7%     | 94.7%     | 95.3%     |
| Average teacher salary                              | \$43,862  | Up 2.6%             | \$40,640  | \$41,060  |
| Prof. development days/teacher                      | 10.3 days | Down from 12.9 days | 10.4 days | 10.6 days |

**School**

|   |           |                   |           |           |
|---|-----------|-------------------|-----------|-----------|
| Principal's years at school                   | 2.0       | Up from 1.0       | 4.0       | 3.0       |
| Student-teacher ratio in core subjects        | 20.3 to 1 | Up from 18.2 to 1 | 26.4 to 1 | 26.4 to 1 |
| Prime instructional time                      | 91.3%     | Up from 90.5%     | 89.1%     | 90.0%     |
| Dollars spent per pupil*                      | \$9,438   | Up 2.6%           | \$6,347   | \$6,310   |
| Percent of expenditures for teacher salaries* | 53.1%     | Up from 52.5%     | 58.3%     | 57.9%     |
| Opportunities in the arts                     | Good      | No change         | Good      | Excellent |
| Parents attending conferences                 | 67.6%     | Down from 99.0%   | 91.9%     | 89.3%     |
| SACS accreditation                            | Yes       | No change         | Yes       | Yes       |
| Character development program                 | Excellent | N/A               | Good      | Good      |

\* Prior year audited financial data are reported.

|   | <b>Our District</b>    | <b>State</b>               |
|---|------------------------|----------------------------|
| Highly qualified teachers in low poverty schools**  | N/A                    | 92.0%                      |
| Highly qualified teachers in high poverty schools** | 86.7%                  | 91.1%                      |
|   | <b>State Objective</b> | <b>Met State Objective</b> |
| Highly qualified teachers in this school**          | 65.0%                  | Yes                        |
| Student attendance in this school                   | 95.3%                  | Yes                        |

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Branchville High School (BHS) experienced another very successful school year. State mandated test scores at BHS were excellent and seven seniors qualified for the South Carolina LIFE Scholarship. Tenth graders taking the exit exam for the first time scored extremely well with over 76% of the students passing all three areas of the exit exam. A school-wide self-study targeted drop-out prevention as an area needing the most improvement.

Three key ingredients contributed to the success of BHS, excellent teachers, eager to learn students, and supportive parents. The parents of BHS students expect their children to behave and to obtain a good education. This expectation is readily apparent in the overall conduct of the students and the cleanliness of the school. Character development is considered a top priority at BHS.

Mrs. Dorothy Brannum was chosen by her colleagues as the "BHS Teacher of the Year" for the 2003-2004 school year. Mrs. Brannum teaches family and consumer sciences, coaches the cheerleaders, and chairs the prom committee. Mrs. Brannum is currently completing her Masters degree.

The BHS band, "The Band of Gold" was chosen as one of the top twelve marching bands in South Carolina. The band will be looking for a state championship during the 2004-2005 school year. The athletic program at BHS is also outstanding, with almost all sports advancing to the playoffs. BHS was chosen by other schools in the region as the school with the most sportsmanship.

Student leadership is very important in the success of any high school. Students at BHS are encouraged to take an active part in student government, clubs, and community activities. Mr. Pat Black, advisor for the Future Farmers of America Club, obtained the Palmetto Pride Challenge for the Environment Grant, and the Learn and Serve Grant. These two grants promote school and community pride, beautification, and litter control.

George A. Benton, Jr.  
Principal

Wanda Padgett  
School Improvement Council Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 21       | 26        | 40       |
| Percent satisfied with learning environment            | 95.2%    | 80.8%     | 70.0%    |
| Percent satisfied with social and physical environment | 100.0%   | 84.6%     | 80.0%    |
| Percent satisfied with home-school relations           | 66.7%    | 76.9%     | 52.5%    |

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.